

## CALHOUN FALLS HIGH

205 Edgefield Avenue  
Calhoun Falls, SC 29628

**GRADES** 6-12 Middle School

**ENROLLMENT** 353 Students

**PRINCIPAL** Nelson Gibson 864-447-8014

**SUPERINTENDENT** C. Michael Campbell, Ph.D. 864-459-5427

**BOARD CHAIR** Dr. C. Allen Kolb 864-366-9681

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	25	15	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 11 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

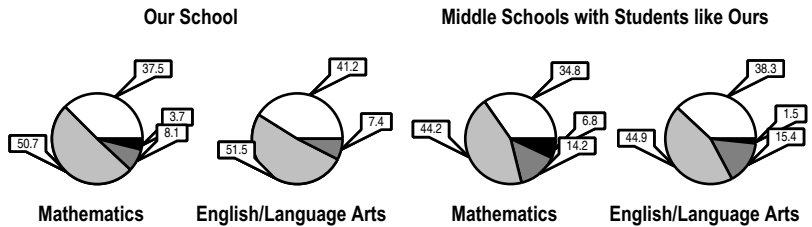
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Average	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Below Average	Average	No
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

 **Advanced**

**Definition of Critical Terms**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	34	52	48
<b>Percent satisfied with learning environment</b>	97.1%	65.4%	70.2%
<b>Percent satisfied with social and physical environment</b>	100.0%	74.0%	56.5%
<b>Percent satisfied with home-school relations</b>	47.1%	82.7%	61.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	142	99.3	41.2	51.5	7.4	N/A	7.4	17.6
Gender								
Male	68	98.5	44.6	50.8	4.6	N/A	4.6	17.6
Female	74	100.0	38.0	52.1	9.9	N/A	9.9	17.6
Racial/Ethnic Group								
White	58	100.0	24.5	64.2	11.3	N/A	11.3	17.6
African-American	83	98.8	52.4	42.7	4.9	N/A	4.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	131	99.2	38.1	54.0	7.9	N/A	7.9	17.6
Disabled	11	100.0	80.0	20.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	142	99.3	41.2	51.5	7.4	N/A	7.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	142	99.3	41.2	51.5	7.4	N/A	7.4	17.6
Socio-Economic Status								
Subsidized meals	102	99.0	44.8	50.0	5.2	N/A	5.2	17.6
Full-pay meals	40	100.0	32.5	55.0	12.5	N/A	12.5	17.6

Mathematics								
All students	142	100.0	37.5	50.7	8.1	3.7	11.8	15.5
Gender								
Male	68	100.0	38.5	47.7	10.8	3.1	13.8	15.5
Female	74	100.0	36.6	53.5	5.6	4.2	9.9	15.5
Racial/Ethnic Group								
White	58	100.0	20.8	58.5	17.0	3.8	20.8	15.5
African-American	83	100.0	48.8	46.3	1.2	3.7	4.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	131	100.0	34.1	53.2	8.7	4.0	12.7	15.5
Disabled	11	100.0	80.0	20.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	142	100.0	37.5	50.7	8.1	3.7	11.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	142	100.0	37.5	50.7	8.1	3.7	11.8	15.5
Socio-Economic Status								
Subsidized meals	102	100.0	43.8	46.9	5.2	4.2	9.4	15.5
Full-pay meals	40	100.0	22.5	60.0	15.0	2.5	17.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	52	N/A	46.2	44.2	9.6	N/A	9.6
	Grade 8	62	N/A	54.8	41.9	3.2	N/A	3.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	40	100.0	48.7	38.5	12.8	N/A	12.8
	Grade 7	44	100.0	27.9	60.5	11.6	N/A	11.6
	Grade 8	58	98.3	46.3	53.7	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	52	N/A	67.3	30.8	1.9	N/A	1.9
	Grade 8	62	N/A	61.3	38.7	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	40	100.0	38.5	46.2	12.8	2.6	15.4
	Grade 7	44	100.0	32.6	46.5	11.6	9.3	20.9
	Grade 8	58	100.0	40.7	57.4	1.9	N/A	1.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 353)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 0.8%	11.8%	14.4%
Retention rate	2.0%	Down from 3.4%	3.3%	2.3%
Attendance rate	96.8%	Up from 96.6%	95.0%	95.2%
Eligible for gifted and talented	0.0%	Down from 0.4%	12.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.1%	Down from 15.5%	15.0%	14.1%
Older than usual for grade	6.2%	Down from 11.7%	4.6%	4.9%
Suspended or expelled	1.7%	Down from 2.6%	1.2%	1.3%
Annual dropout rate	0.0%	Down from 0.8%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	39.3%	Up from 33.3%	45.8%	47.1%
Continuing contract teachers	85.7%	Up from 66.7%	79.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	77.9%	Down from 82.3%	81.9%	84.3%
Teacher attendance rate	97.7%	Up from 95.6%	94.9%	95.0%
Average teacher salary	\$37,008	Up 0.1%	\$39,188	\$39,924
Prof. development days/teacher	6.5 days	Up from 6.4 days	10.2 days	10.7 days

School				
Principal's years at school	10.0	Up from 8.0	3.0	3.0
Student-teacher ratio	18.9 to 1	Up from 7.7 to 1	20.8 to 1	21.0 to 1
Prime instructional time	93.5%	Up from 91.1%	88.5%	88.9%
Dollars spent per pupil*	\$8,206	Up 39.7%	\$5,875	\$5,854
Percent spent on teacher salaries*	62.0%	Down from 62.1%	62.8%	62.0%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.2%	Up from 97.2%	94.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

After receiving disappointing results on last year's report card, the staff of Calhoun Falls High School began an exhaustive effort to turn things around. Our aim is to ensure that all students receive whatever instruction is necessary to reach their grade level goals and to go beyond that level.

Working with our newly instated School Improvement Council, we revised our School Renewal Plan, specifically listing strategies to attain detailed goals in both the middle school and high school grades.

The linchpin of our efforts was a newly established after-school program encompassing all grades six through twelve. With assistance from the State Department of Education, we were able to offer after-school learning assistance to 175 students. This program was basically made up of enrichment activities for PACT and Exit Exam, but also provided aid in completing homework assignments. Fifteen certified teachers took part in the program. Preliminary results from the Exit Exam are very encouraging, but we must wait for all scores before determining the success of our after-school program.

Planning for next year has begun, and we will continue to work diligently to provide our students with the best education possible. Our schedule has been streamlined to provide maximum time-on-task and the after-school program will again be available to our students this fall. Our teaching staff has been enhanced with a new middle school math teacher, a middle school math teacher specialist, and a part-time English Language Arts teacher. We expect progress this year and in each year to come.

Nelson Gibson

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.